# Mediating Role of Meaningful Work in the Relationship between Intrinsic Motivation and Innovative Work Behaviour

Faiza A Bawuro, Alina Shamsuddin, Eta Wahab and Hamza Usman

**Abstract**— Although it is known that intrinsic motivation has a significant impact on individuals' innovative work behaviour, there is still an unresolved gap in the literature in terms of examining the relationship between intrinsic motivations, innovative work behaviour and psychological mechanism such as meaningful work, especially in the education system. Thus, this study sought to explore the mediating effect of meaningful work in the relationship between intrinsic motivation and innovative work behaviour in public schools. The study adopted a quantitative approach, and a survey instrument was used to collect data. A sample of 309 participated in this study; and these included teachers in public schools in Northeast, Nigeria. PLS-SEM was performed to analyze the data, and the results confirmed that meaningful work mediated the relationship between intrinsic motivation and teachers' innovative work behaviour. Since meaningful work was identified as a significant predictor, school administrators and educational reformers can develop jobs in which teachers can relate their purpose to their work. This will consequently promote intrinsic motivation and encourage teachers to engage in self-initiated innovative behaviour. It is recommended that future research may apply this model to different contexts and settings.

**Index Terms**— Meaningful Work, Intrinsic Motivation, Innovative Behaviour, Work Behaviour, Structural Model Analysis, Measurement Model Analysis, Structural Evaluation Model

## 1 INTRODUCTION

There is a consensus among scholars that the ability to innovate is a crucial factor in enabling institutions to respond to the rapid changes in the knowledge society. Literature has shown that one way for institutions to exploit new processes and respond to challenges faster is to enhance innovative work behaviour [1]. According to previous studies, innovative work behaviour at the individual level is imperative to the innovative capacity of workplaces as the human resources are seen as the cornerstone of every innovation [2],[3]. Therefore, human resources should be central in the discussion about the intention to behave innovatively [4].As supported by [5], the opportunity for organisations to become more innovative is to foster their employees to be innovative at work. In spite of the growing research interest in encouraging innovative work behaviour, there is a shortage of knowledge on ways to foster innovative work behaviour at the individual level, especially in the public education system. Arguably, institutions may be restricted in their ability to innovate because they do not know how to encourage their employees to engage in innovation processes. Innovative work behaviour can be characterised as the deliberate introduction and implementation of innovations (i.e. new ideas) within the job role, group or the organisation to benefit role performance, the group or the organisation [6],[7]. This implies that individuals at work can develop or initiate new ideas because they are in frequent contact with the job processes, can detect opportunities and provide potential improvements. However, ideas only occur when they engage in activities aimed at creating and applying ideas. Numerous studies have found support for the linkage between intrinsic motivation and innovative work behaviour [8],[9],[10] by reporting how intrinsic motivation influences and shapes the individuals' behaviour and knowledge. Still, the relationship between intrinsic motivation and innovative work behaviour is not always significant in some research [11],[12]. Consequently, researchers have given increased attention to investigating the mediating factors which affect innovative work behaviour [13],[3],[14].

At the individual level, [15] indicate that meaningful work is one of the motivating factors for creativity and innovation. According to Amabile's componential theory [16], there are three within-individual components that influence on creativity and innovation, namely: creativity-relevant processes, domain-relevant skills and task motivation (specifically, the intrinsic motivation to engage in job-related activities out of enjoyment, interest and challenge). [17] indicated that meaningful work as a motivational tool might impact on people's motivation by solving a problem or undertaking a task that reflects their desire to make a difference and have a significant influence on others rather than taking a job out of the extrinsic motivation. On the other hand, many studies found that passion [18] and engagement [5][19][20] are intrinsic motivation and they affect to boost innovative work behaviour. However, the concept of meaningful work [21] is a distinct concept beyond passion and engagement. Therefore, meaningful work is one of the essential factors for stimulating innovative work behaviour. Although studies in intrinsic motivation have found a relationship with innovative work behaviour, there is inadequate empirical evidence on the mediation of meaningful work on the relationship between intrinsic motivation and innovative work behaviour.

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Therefore, this study aimed at filling the gap in the literature by examining the role of meaningful work in the relationship between intrinsic motivation and innovative behaviour using teachers at public schools. Gaining in-depth insights into the factors that influence innovative work behaviour may benefit school administrators and educational reformers in designing educational policies to improve morale, performance and promote trust among teachers. The result of this study is expected to increase teachers' innovativeness.

## 2 Literature Review

The present study examines the causal relationship between intrinsic motivation, meaningful work and teachers' innovative behaviour. Thus, this section discusses intrinsic motivation, meaningful work and teachers' innovative behaviour from prior studies, which provides an in-depth understanding of the concepts operationalized in this study.

### 2.1 Innovative Work Bahaviour

Innovative work behaviour is an essential human attribute which has gained popularity over the years. The concept was first brought to limelight for various reasons such as technological advancement, societal development and environment changes [1]. As a result, academics demonstrated their interest in conducting significant research to understand the motivational underpinnings of creativity and innovative behaviour. It is important to mention that innovation researchers often use creativity research as a building block to develop a theoretical foundation for the drivers of innovative behaviour. Therefore, creativity and innovation have been introduced as the foundation for attaining competitive advantage, sustainability and growth [22].As such, innovative behaviour among teachers is foreseeable. Teachers are the key personnel in the education system, who are accountable for designing and delivering learning that should engage students from different backgrounds for these students to attain positive academic performance [23]. Accordingly, they are expected to be always alert of new ideas and formulate new approaches regarding their teaching practices to impact on students' outcomes.

Previous researchers have described innovative behaviour as a multistage process that requires the accomplishment of four tasks, i.e. opportunity exploration, idea generation, championing and implementation [24][25]. However, introduced 'reflection' as the fifth task. The authors argue that being innovative and also reflecting on teaching practices will enable teachers to find both their strengths and weaknesses to improve on their competencies [27]. [28] Support that self-reflection is a valuable tool for teachers, which in turn makes them better teachers. Teaching without reflection is teaching blind, i.e. without knowledge of effectiveness. Therefore, through the understanding of innovative behaviour as an agent of change, this study will adopt the definition of [26]. According to them, teachers would be able to implement changes or improve their teaching practices when they reflect on their experiences in the classroom. Therefore, the need for reflection as the fifth dimension is imperative in this research to increase teachers' innovative performance in terms of efficiency and effectiveness.

### 2.2 Intrinsic Motivation

Given that motivation is a complex concept, no comprehensive theory exists on its own [29]. However, the emergence of motivation theories has taken shape from the writings of prominent theorists like [30],[31],[32],[33]. It is believed that the motivation to work lies in the distinction between intrinsic (i.e. a sense of accomplishment, self-respect and personal growth) and extrinsic factors (i.e. salaries, job security, benefits, fringe). [30] Argues that intrinsic motivation is more motivating and satisfying than extrinsic motivation. Intrinsic motivation, therefore, is described as the degree to which people engage in an activity primarily because they find the activity to be interesting, enjoyable, and challenging [16]. Intrinsic motivation originates from self-determination theory, which theories that performance is strongly affected by one's inherent interest in the tasks or activities [34]. It is the motivational force that comes from within rather than from the external forces that drive individuals to engage in an activity purely for personal satisfaction, involvement and curiosity [35]. People who find their jobs satisfying and enjoyable come up with new ideas for change or improvements that contribute to general performance [36]. Research literature has identified that intrinsically motivated employees are more likely to seek ways to change or improve methods in their role, resulting in higher productivity [37].

### 2.3 Meaningful Work

Meaningful work is a multidimensional construct that has been conceptualised by different researchers. According to [38], the differences in the definition of meaningful work made it difficult for researchers to make any empirical or theoretical progress in the field. Thus, following the description of meaningful work proposed by [39], described the concept of meaningful work as a subjective experience of 'significance' resulting from the 'fit' between the person and the job. 'Significance' means personally perceiving the work as contributing to one's reason for existence. While the 'fit' means fulfilment from either, through or in work. Therefore, meaning at work implies the relationship between the employee and the job in terms of dedication, commitment and loyalty. Existing studies have confirmed that meaningfulness in people's respective jobs can improve their job satisfaction, performance and commitment [40],[41]. Some employees find meaningful work more important than their salaries, promotions or working conditions because they see their jobs as a medium for expressing their significance and life purpose [42].

## 3 Research Framework and Hypothesis Development

Prior studies have confirmed fairly conclusively that intrinsic motivation is important for teachers [43],[44],[45]. Studies have found that teachers perceive their individual needs and evaluate their job satisfaction by factors such as autonomy, participation in decision making, opportunity to learn and expression of creativity [37],[46]. Further research found that the intrinsic motivation of teachers influences the implementation of an innovative curriculum and positive

attitudes [47]. Thus, this implies that innovative behaviour is stimulated by one's motivation [16]. According to Amabile's componential theory of creativity, creativity is highest when a person is intrinsically motivated [16]. In line with these claims, several innovation researchers have focused on the role of intrinsic motivation for innovative behaviour at the workplace [48]. The literature has shown that intrinsic motivation relates to positive work outcomes such as employees' ability to carry out innovation [35], and also influences the extent to which teachers initiate or implement new ideas [37]. Therefore, intrinsic motivation can be a predictor of teachers' innovative behaviour. Based on these findings, it is hypothesised that:

H1: Intrinsic motivation has a significant relationship with teachers' innovative behaviour.

Intrinsic motivation is expected to be a strong predictor of meaningful work. The functionality of the relationship is supported by [49]. The authors confirm that when people engage in an intrinsically motivated job, it creates a link between work behaviours and self-concept, which results in feelings of meaningfulness. As such, the authors argue that intrinsic motivation acts not only as a trigger for job demands such as performance but also for personal growth. Based on psychological conditions, [50] argue that intrinsic motivation is relevant for providing employees with satisfaction that will make them feel fully engaged in their job roles. Consequently, if employees perceive that they can fulfil their job demands, their level of purpose and meaning increases [42]. Despite the limited research on the relationship between intrinsic motivation and meaningful work, especially in an educational setting, empirical studies suggest a positive correlation between the constructs. For example, [42], in their research among university employees, found a positive relationship between intrinsic motivation and meaningful work. Thus, the evidence taken together provides support for a significant association between intrinsic motivation and meaningful work, which is hypothesised as:

H2: Intrinsic motivation has a significant relationship with meaningful work.

Meaningful work, which is also considered as a motivational tool is still an emerging construct as researchers have not yet empirically examined the influence of meaningful work on teachers' innovative behaviour. Nevertheless, there are existing studies that reveal that when creativity is triggered, a person perceives the problem as important [51]. While a study in Romania found that experiencing meaningfulness at work enhances employee creativity, performance and commitment. [17] researched the motivational triggers of creativity and found that people are likely to develop new ideas when the work itself is meaningful. Therefore, based on previous studies findings, teachers may likely engage in innovative activities when they expect the task to be significant and purposeful. It is therefore hypothesised that:

H3: Meaningful work has a significant relationship with teachers' innovative behaviour.

To motivate individuals at work, a deeper understanding of their needs is required [52]. Experiencing meaningful work can help any organisation to achieve maximum outcomes [42]. As supported by [53], the author found that people either invest or withdraw from activities based on their subjective experience in their given role. [54] found that the feeling of meaningfulness at work increases employees' intrinsic motivation, which in turn, help the employees to engage more at work. Since meaningful work is the belief that one is pursuing a worthy work purpose [42], whereas intrinsic motivation is the positive experiences concerned for the work itself [55], then the combination of the two variables will be a powerful motivational drive for teachers to innovate. Both intrinsic motivation and meaningful work reverberate upon the positive potential of human nature, which is characterised by the natural inclination to discover new meaning, to expand, hunt for challenges and to learn. Furthermore, since creativity and innovativeness emerge from individuals who introduce, react to and modify ideas [56], such employees with a sense of purpose and meaning are likely to feel competent to engage in creative and challenging activities [57]. Consequently, it is hypothesised that:

H4: Meaningful work mediates the relationship between intrinsic motivation and teachers' innovative behaviour.

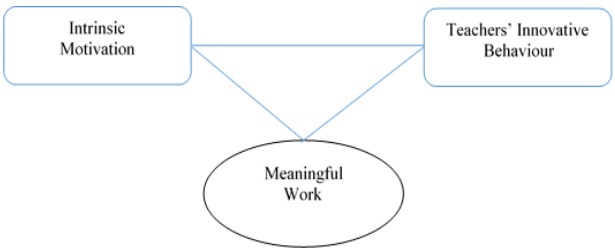


Fig. 1. The AdaBoostM2 Algorithm

## 4 Research Methodolgy

Due to the nature of the research problem, this study adopts a quantitative approach because of its deterministic nature [58]. Both primary and secondary data were utilised in this study: secondary data was obtained from the review of related literature of previous studies in the form of published

journals, textbooks, and electronic reports from websites. On the other hand, primary data were derived from the survey results, as close-ended questionnaires were randomly distributed to a sample of 350 teachers in Federal secondary schools in Northeast, Nigeria. A total of 309 questionnaires were filled correctly and retrieved, representing 88.2% return rate. The questionnaire had four sections, and all questions were numbered, organised for clarity and spaced to minimise straining of the eyes. Moreover, the questionnaire was designed to represent the goal of the research by logically organising the constructs. A 5-point Likert scale questionnaire was employed in all the three construct instruments. The adoption of a 5-point Likert scale was used to ensure that all questions were posed fairly, especially in measuring the strength of perceptions [59]. Before the distribution of the questionnaire to the main field, the instrument was pilot tested to revise and improve item difficulty and discrimination. The three research constructs were found reliable with Cronbach's alpha above the value of 0.7, as recommended by [60].

Partial Least Squares – Structural Equation Modelling (PLS-SEM) was utilised to analyse the data and to examine the developed hypotheses using SmartPLS 3 software. PLS is a statistical tool that overcomes the limitations of the first generation multivariate analyses and of covariance-based structural equation modelling (CB-SEM), which assumes that all variables are measured without error; observable; multi-collinearity problem; mitigates the strict assumption of CB-SEM of sample size and normality [61],[62]. The use of PLS in this study was based on the nature of the research problem and hypotheses, which involves predicting the relations between latent constructs. As supported by [63], in behaviourism research, PLS path modelling is used in predicting the relationship between latent variables. Moreover, this study seeks to predict the relationship between latent variables and not to verify or test a theory. This is because PLS is a predictive-oriented statistical tool and not for theory testing [64]. Finally, this study employed a five-point Likert Scale. Although there have been disagreements by some researchers concerning whether a Likert scale is an ordinal measurement scale or an internal score [60],[65] argues that a Likert scale is just an ordered list of options. So, when the mean is calculated, the value may not be interpretable, and thus, it cannot be continuous. Nevertheless, PLS as a statistical tool for analyses satisfies the requirements of all the disagreements because PLS is not scale of measurement specific [66].

### 4.1 Measurement

All the instruments were derived from previous studies and adapted to the characteristics of the sample. The independent variable used in this study is intrinsic motivation (IM). The interest/enjoyment subscale developed by [67] was used to measure the claim teachers have for their teaching job. Seven items were selected, which were considered to be appropriate by [67]. The dependent variable is the teachers' innovative behaviour (TIB). TIB was measured using a multi-item scale developed by [26], which includes five sub-scale: opportunity exploration, idea generation, championing, idea implementation and reflection, with 18 items. The mediator variable is meaningful work (MW). MW was measured using Work as Meaning Inventory (WAMI) developed by [41]. [39] supported the use of the WAMI for studies aiming to examine the relations between the experience of meaningful work and the antecedents or outcomes. The scale was developed to capture the multidimensional experience of meaningful work. Moreover, WAMI is considered an appropriate scale for future research due to its validity and reliability scores.

## 5 Result and Discussion

### 5.1 Respondent's Profile

The summary of the gender shows that the majority of the respondents were males with 69.3% (214), while the remaining 30.7% (95) were females. This indicates gender disparity issues in federal secondary schools. One reason for this could be that women entering the teaching profession is still looked down upon. Particularly, in the Northern region of Nigeria where Islam is the dominant religion, the woman's place is believed to be in the kitchen, so males are more highly sought after than the female for the position of a teacher. However, the teaching profession being a social organisation should provide equal opportunity to all genders. Based on age level, majority of the respondents were aged between the ranges of 40 to 49 years (41.4%), followed by 30 -39 years (33.7%) and the age group of 50 years and above with 16.2%. The lowest age group were below 29 years old (8.7%). These findings imply that the recruitment of fresh graduates is limited. Although retaining older teachers is crucial in an institution because of their years of experience, hiring new graduates have its advantages such as having new ideas and knowledge, sincere and more energetic. Thus, it is recommended that both younger and older generations should be given equal opportunity during the recruitment process. In terms of years of employment, the results show that the majority of the teachers with 68.3% were well experienced, while 31.7% of the respondents have low years of experience. Moreover, majority of the respondents have a bachelor's degree, which is consistent with the basic requirement for becoming a qualified teacher in secondary schools in Nigeria. However, based on the level of income, the results show that the majority of the respondents earn N50, 000 or less. This indicates that teachers in federal secondary schools are not paid well. This is worrisome because the pay is seen as a motivational tool used by many institutions to shape human behaviour. It is believed that when employees are poorly paid, the desired behaviour will not be released. In summary, the demographic analysis reveals that the majority of the respondents are middle-aged men, with a bachelor's degree and many years of experience. This calibre of human resources is often sought after for improving quality education and performance.

### 5.2 PLS Analysis

For the analysis and interpretation of the model, two-stage evaluation criteria were employed using PLS-SEM, namely: analysis of the measurement model and analysis of the structural model. PLS-SEM requires the satisfaction of the

measurement model (i.e. the first stage evaluation) before proceeding to the second stage, which is the structural model evaluation [68].

TABLE 1
The two-stage PLS-SEM evaluation criteria

| Assessment of: | Evaluations | References |
|---|---|---|
| **Measurement (Outer) Model** | Individual items reliability<br>Reliability<br>Cronbach's alpha<br>Composite reliability<br>Convergent validity<br>Discriminant validity | Hair, Ringle &Sarstedt (2011); Memon & Rahman (2013); Wong (2013) and Hair *et al.* (2014). |
| **Structural (Inner) Model** | Path coefficients<br>Coefficient of determination ($R^2$)<br>The effect size ($f^2$)<br>Model predictive relevance ($Q^2$)<br>Goodness-of-Fit (*GoF*) | Vinzi, Trinchera &Amato (2010) Hair *et al.* (2014) and Lowry & Gaskin (2014). |

## 5.3 Measurement Model Analysis

Table 2 shows the parameters utilised for evaluating the measurement model. Both Cronbach's Alpha and composite reliability were used to test the reliability of the model. Based on [69] recommendation, the results show reliable and satisfactory values as all values obtained were above the 0.7. All the research constructs indicated satisfactory discriminant validity with AVEs above 0.5 [70]. Using Fornell and Larker criterion, the factor loadings and AVEs were considered significant as the correlation for each research construct did not exceed its intercorrelation.

TABLE 2
Correlation Matrix, Reliability, Convergent and Discriminant Validity

| Measures | AVE | Cronbach's Alpha | Composite Reliability | TIB |
|---|---|---|---|---|
| Teachers' Innovative Behaviour (TIB) | 0.507 | 0.919 | 0.930 | **0.712** |
| Intrinsic Motivation (IM) | 0.645 | 0.906 | 0.926 | **0.647** |
| Meaningful Work (MW) | 0.558 | 0.912 | 0.926 | **0.727** |

Note: the diagonal elements (in bold) indicates the square root of the AVEs 0

## 5.4 Structural Model Analysis

Structural model evaluation is employed in to evaluate the structural relationship between endogenous variables and exogenous variable by using path coefficients and their level of significance [71]. The structural model of this study is presented in Figure 1 and Figure 2. Figure 1 shows the structural model path coefficients and coefficient of determination (R2), while Figure 2 shows the level of significance using t-statistics.

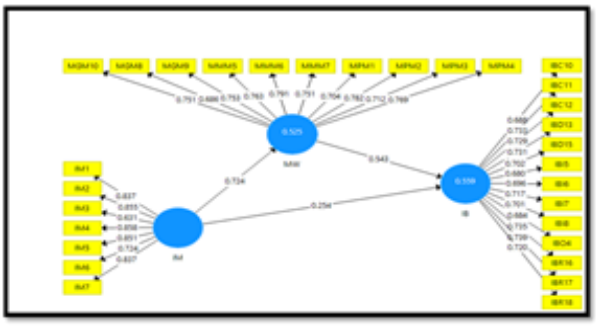

Fig. 2. Research Structural Model

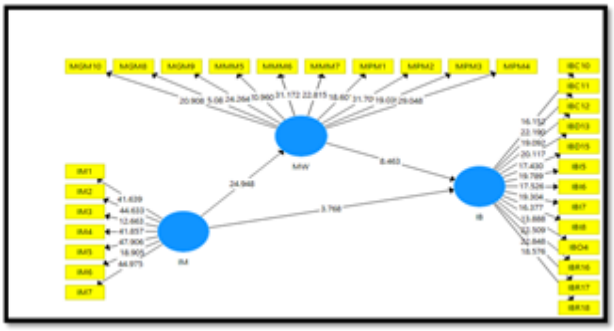

Fig. 3. Research Structural Model Showing T-Statistics

Based on Figure 2 and Figure 3, the result indicates that the structural model produced an $R^2$ value of 0.559, which shows about 55.9% of the variance in innovative behaviour of teachers is jointly explained by intrinsic motivation and meaningful work. While meaningful work produced an $R^2$ value of 0.525 (i.e. 52.5%) of the variance in meaningful work is explained by intrinsic motivation. The details of Figure 2 and Figure 3 is described in Table 3 below

TABLE 3
Structural Model Path Coefficients

| Hypothesis | Paths analysis | Beta Value (β) | Standard Error | T-Statistics | P-Values | Decision |
|---|---|---|---|---|---|---|
| | **Direct Path** | | | | | |
| *H1* | **IM -> IB** | 0.254 | 0.067 | 3.768 | 0.000 | Supported |
| *H2* | **IM -> MW** | 0.724 | 0.029 | 24.948 | 0.000 | Supported |
| *H3* | **MW -> IB** | 0.543 | 0.064 | 8.463 | 0.000 | Supported |
| | **Indirect Specific Effects** | | | | | |
| *H4* | **IM -> MW -> IB** | 0.393 | 0.051 | 7.756 | 0.000 | Supported |

Note IM - Intrinsic motivation, IB – teachers' innovative behaviour and MW – Meaningful work

To determine the significance level, the bootstrapping procedure (5000 subsamples) was applied based on the recommendation of [68]. Table 2 presents the path coefficients of the direct and indirect specific effects (also known as mediation). First, the results reveal that intrinsic motivation was found to have a positive and significant impact on teachers' innovative behaviour (IM -> IB (β=0.254; t=3.768; and p=0.000). Similarly, intrinsic motivation was found to have a significant relationship with meaningful work (IM -> MW (β=0.724; t=24.948; and p=0.000). Similarly, the analysis reported that meaningful work has a significant impact on teachers' innovative behaviour. The overall direct path coefficients analyses show significant influence on their endogenous variables.

The second step in Table 2 shows the indirect, specific effects. The result confirms the indirect impact of intrinsic motivation through meaningful work on teachers' innovative behaviour is significant (β=0.393; t=7.756; and p=0.000). This implies that the effectiveness of intrinsic motivation has an indirect impact on innovative behaviour of teachers through their perceived meaningful work. Also, the structural model analysis reveals a substantial goodness-of-fit (GoF: 0.56), high consistency (R2: 0.56), good accuracy and predictive relevance of the two endogenous constructs ($Q^2_{MW}$: 0.27; $Q^2_{IBC}$: 0.26).

The findings support the hypothesis (*H1)*, that intrinsic motivation has a direct and positive relationship with teachers' innovative behaviour in federal secondary school in Northeast Nigeria. This means that adequate provision of intrinsic motivation highlights the importance of teachers, thus, creating a sense of being valued, which in turn, promotes harmony between teachers and school administrators. Consequently, teachers are likely to develop innovative behaviour in their activities. Indeed, the school environment is ever changing as innovations are being introduced into schools. Hence, internal motivators are essential for teachers to not only cope with the teaching job demands but also to continuously seek for new teaching strategies to satisfy the varied needs of their students necessary to compete both nationally and internationally. This result corroborates the findings of [72] that teachers are more motivated by intrinsic than by extrinsic factors.

The results of the hypothesis (*H2)* demonstrate that intrinsic motivation has a significant positive effect on meaningful work. The findings show that intrinsic motivation is an essential factor that predicts the perception of employees' meaningful work, which further implies that high levels of intrinsic motivation increase teachers desire to make positive contributions for the greater good and progress of their institutions. As explained by [49], intrinsic motivation at work means employees investment in his or her role performance for satisfaction or accomplishment. Thus, highly intrinsically motivated employees exhibit emotional, physical and cognitive attachment with their jobs [34], consequently creating meaning in work in terms of engagement, commitment, performance and sustainable innovation [73],[74]. This result is consistent with the assertions of [41] that intrinsic motivation is positively related to meaningful work. The findings of the Hypothesis (*H3)* shows that meaningful work has a strong positive relationship with teachers' innovative behaviour. The results suggest that meaningful work as a motivational tool is vital for enhancing teachers' innovative behaviour. Based on psychological conditions, meaningful work provides individuals with a sense of purpose that gives them the confidence to be fully engaged in their jobs [41]. Having the desire to impact others and make a difference, help teachers cope with the teaching job demands [75]. Consequently, when teachers perceive their jobs as valuable and worth doing, their level of innovative behaviour may likely increase. Thus, the finding that meaningful work enhances teachers' innovative behaviour is logically justified.

*Hypothesis (H4)* confirms that the relationship between intrinsic motivation and teachers' innovative behaviour operates through meaningful work. The findings of this study support this hypothesis and show the theoretical importance of the mediating effect of meaningful work in the relationship between intrinsic motivation and teachers' innovative behaviour. This implies that teachers who are intrinsically motivated with their teaching jobs tend to have high meaning or purpose attached their jobs in terms of commitment and engagement. As discussed earlier, highly committed or engaged teachers demonstrate great ability in coping with the teaching demands and searching for new teaching strategies to satisfy the varied needs of their students [72]. As such, highly intrinsically motivated teachers have a deeper meaning in their jobs in terms of engagement, and they are stimulated to develop and implement new ideas for educating students. Thus, this study provides empirical evidence for the notion that meaningful work is an important mechanism that connects intrinsic motivation and innovative behaviour of teachers in public colleges in Northeast Nigeria.

## 5 Conclusion

The pace of innovation in the knowledge society has forced institutions to review the employees' contribution to innovation. This study adopts a unique approach in understanding the factors that underlie individual innovative behaviour in order to encourage public school teachers to engage in the innovation processes. This study confirms that motivational constructs significantly affect teachers' innovative behaviour. Specifically, it was found that both intrinsic motivation and meaningful work have direct impact on innovative behaviour of teachers. Also, the study found that meaningful work mediated the relationship between intrinsic motivation and teachers' innovative behaviour. The relationships that exist between these constructs can be explained by taking into account that all the constructs have possible chances that affect the teaching job. This means that having high level of internal satisfaction and a sense of purpose in the teaching job leads to behaving more innovatively at work. Apparently, teachers who experience high level of support of their intrinsic needs and perceive their jobs as valuable have more confidence in their own ability to initiate and implement new ideas to deal with future changes and challenges. The positive correlation between theses motivational constructs can be viewed as advantageous to

the school administrators. Teachers' ability to engage in innovation process flourishes in work the environment where they feel supported. It is, therefore, recommended that school administrators and educational policy makers should succeed in creating jobs in which teachers can experience job satisfaction, opportunity to make decision within their jobs, increasing job autonomy, combined with having sense of purpose and feeling of being valuable, which are effective in promoting intrinsic motivation and the feeling of meaningfulness at work. This will consequently encourage teachers to engage in self-initiated innovative behaviour.

The current research contributed to the body of knowledge by identifying the motivational triggers of innovative work behaviour, especially in the education system. These results highlight several pathways for further study and theory advancement.

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